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# PBIS Handbook - A Toolkit for New Teachers in a PBIS School

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# Bagley Middle School

## PBIS: Positive Behavior Interventions & Support



## 2016-2017 PBIS HANDBOOK

Bagley Middle School

Staff PBIS Handbook

The purpose of this handbook is to guide and support BMS staff members as we continue to implement PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success.



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## POSITIVE BEHAVIOR SUPPORT

# Section

# 1

### PBIS Background Information

*The goal of PBIS is to prevent the development and the intensifying of problem behaviors and maximize academic success for all students.*

What is PBIS?

PBIS is an acronym for Positive Behavior Interventions and Support. It is a school-wide integration of:

- A systems approach for building capacity
- A continuum of behavioral supports
- Prevention focused efforts
- Instructionally focused behaviors
- Empirically sound practices
- Data information analyzed and utilized on a frequent basis

### PBIS Components and Ideas

Bagley Middle School's PBIS Program is based on creating positive relationships with all students we come in contact with during the school day. We believe that by developing a relationship with our students we promote the idea of not wanting to disappoint by poor behavior, poor academic performance, or lack of responsibility.

We believe that:

1. All students can learn and are always learning.
2. School is responsible for preparing students for life.
3. School expectations must be explicit, and taught to all students.

## CLEAR EXPECTATIONS

# Section

## 2

### Good Rules are Important

- They reveal the values of the school or district
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

### Expectations at BMS

As a student at Bagley Middle School, I will be **BRAVE**.

**B**right  
**R**espectful  
**A**ccountable  
**V**irtuous  
**E**thical

Students will be expected to exhibit these traits in all areas of the school.

These expectations are:

- Simple and easy to remember
- Positively stated: What we want
- Applicable to everyone (staff and students)
- Monitored and enforced by all
- Consistently applied

## BMS Expectations Matrix

BMS	Classroom Rules	Hall Rules	Cafeteria Rules	Restroom Rules	Bus Rules
Be Responsible	Use time wisely	Keep halls clean	No grooming No gum	Keep restroom clean	Report to your bus on time
	Do your best work	Walk on the right side of the hall (yellow line)	Demonstrate good behavior	Report any damages	
	Be prepared			Flush toilet before leaving	
	Be on time	Report significant damage  Demonstrate hall etiquette		Turn off water at the sink	
Model Respect	Lead by example	Walk quietly	Lead by example	Be polite to everyone	Listen to and respect your bus driver  Obey food and drink rules  Respect others' space
	Respect self	Have agenda with you	Respect self – low noise level	Keep noise levels to a minimum	
	Respect others	Obey teacher on hall duty	Respect others – no breaking line	Use time wisely	
	Respect property	Be polite to everyone	Be polite		
Spot Success	Take pride in your school	Model appropriate behavior	Take pride in your school	Model appropriate behavior	Obey all bus rules
	Set high expectations	Earn your success	Compliment others	Wash your hands with soap and water before leaving	
		Make smart choices	Keep area clean		
		Graduate with your classmates		Make smart choices	

## EXPLICITLY TAUGHT EXPECTATIONS

# Section 3

### PBIS: Teaching Behavior

Two main rules around behavior:

1. Stating rules positively encourages the desired behavior.
2. Rules for the classroom should reflect and support school-wide expectations.

### How do we teach social behavior?

You teach behavior the same way you teach academics.

1. Communicate clearly to students what we want.
2. Create clear behavioral expectations.
3. Monitor student behavior.
4. Explicitly model desired behavior and provide practice opportunities.
5. Provide frequent and specific feedback.

### When do we teach behavior?

1. At the beginning of school year.
2. Often enough to achieve and maintain fluency.
3. Before times when problem behaviors tend to increase.
4. On-going throughout the year. (refresher lessons)
5. At teachable moments.



## Where do we teach behavior?

1. Everywhere in the school.
2. Specific lessons taught during homeroom
3. Embedded in other school activities.



## Why do we teach behavior?

1. Many students arrive at school without these important skills.
2. They are necessary skills for success in life.
3. They are the basis for a positive and safe climate.
4. Doing so increases opportunities to teach other skills.



# Section

## 4

## SYSTEMS FOR ENCOURAGING DESIRED BEHAVIOR

### Reinforcement Menu

Research by Rath and Clifton (2004) indicates that individuals who receive regular recognition and praise

- Increase their individual productivity
- Are more likely to stay with their organization
- Receive higher loyalty and satisfaction
- Have better safety records

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

Small	Medium	Large
Say "Thank you" Verbal Pat on the shoulder Smile Praise Use humor (not sarcasm) Listen to them Notice them	Talk to them Give them free time Pay attention Make eye contact Allow a "Teacher's Helper"	Positive Call home Positive card sent via mail to home address Rewards during class time PBIS athletics passes PBIS prizes drawn PBIS trips PBIS committee rewards

## Student Recognition System – Teacher Reference

### Scripts for Encouraging Desired Behavior – Common Language

1. Thank you for \_\_\_\_\_(specific behavior). It shows that you have been \_\_\_\_\_(courteous/honorable/accountable/motivated/prepared).
2. Thank you for \_\_\_\_\_(specific behavior). That's a great example of being \_\_\_\_\_(courteous/honorable/accountable/motivated/prepared)
3. I really appreciate how you\_\_\_\_\_. That's a wonderful example of being \_\_\_\_\_(courteous/honorable/accountable/motivated/prepared)
4. By being \_\_\_\_\_(specific behavior) in the library/hallway/classroom, you show a good example of being \_\_\_\_\_(courteous/honorable/accountable/motivated/prepared)
5. Thank you, \_\_\_\_\_(name of student) for \_\_\_\_\_(specific behavior). That's showing \_\_\_\_\_(courteous/honorable/accountable/motivated/prepared).
6. Thank you, \_\_\_\_\_(name) for \_\_\_\_\_(specific behavior). You're showing a good example of being \_\_\_\_\_(courteous/honorable/accountable/motivated/prepared).



**W**e never reward kids; **W**e reward behaviors:

- Bribery is an inducement to do something illegal, unethical and immoral
- Reinforcement is appropriate at school when it helps kids become successful at school, so they can be successful outside of school.

## PBIS Staff Recognition

**Teacher of the Month:** Teachers who exhibit extraordinary performance in and out of the classroom may be nominated for this award by their peers and/or administrators

**PBIS Award Winner for Teachers** – monthly drawing done by PBIS committee awarding teachers with recognition and lunch



# Section

## 5

### SYSTEM FOR DISCOURAGING UNDESIRE BEHAVIORS

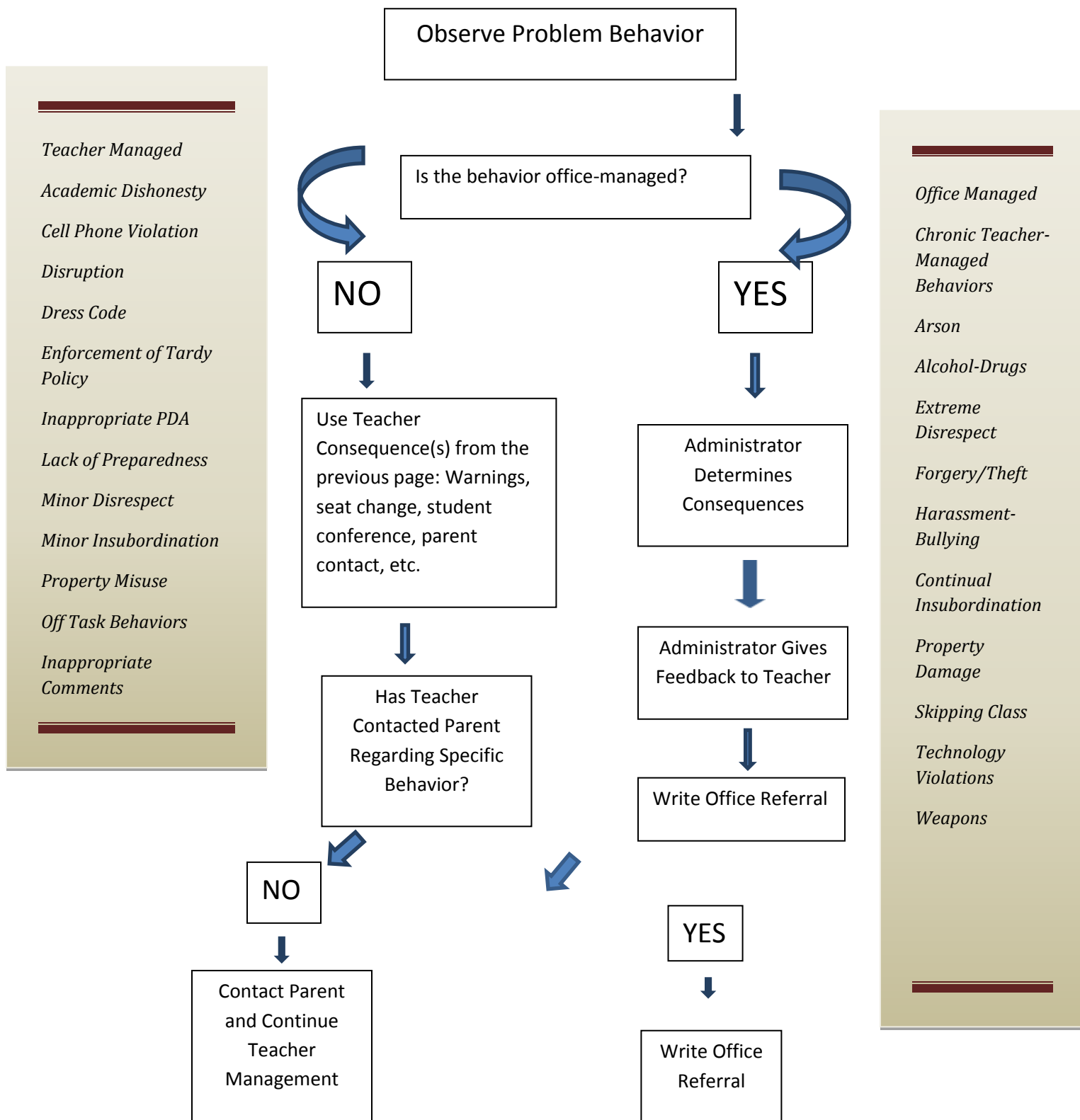
#### Correction Choice Chart

Our goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase our students' repertoire of possible appropriate responses.

Refer to the Correction Choice Chart (CCC) for suggestions on how to respond to different levels of misbehavior.

Level One	Level Two	Level Three
<ul style="list-style-type: none"> <li>➤ Restate direction</li> <li>➤ Redirect to task</li> <li>➤ Reteach</li> <li>➤ Differential Reinforcement (Choosing which battles to fight)</li> <li>➤ Nonverbal cue to task</li> <li>➤ Proximity</li> <li>➤ Praise to a nearby student for doing the desired behavior</li> <li>➤ "The Look"</li> <li>➤ Clearly state the choices/options for the student</li> <li>➤ Bagley buck for all members of the class who are on task.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Time-out from positive reinforcement</li> <li>➤ Conference with student (individual teacher or team teacher)</li> <li>➤ Reteach with a secondary correction/consequence</li> <li>➤ Problem solving worksheet (How should you respond in this situation)</li> <li>➤ Restate direction with a secondary correction/consequence from level one.</li> <li>➤ Change seating assignment</li> <li>➤ Call/e-mail home</li> <li>➤ Conference with parent/guardian</li> <li>➤ Break detention</li> <li>➤ Silent Lunch</li> </ul>	<ul style="list-style-type: none"> <li>➤ Office referral</li> </ul>

## Procedures for Correcting Rule Violations-Flowchart



# Section

## 6


### DATA-BASED DECISION MAKING

#### Infinite Campus

The PBIS Team uses the Infinite Campus information system to help school personnel use behavior tracking to design school-wide and individual student interventions. Using Infinite Campus we have a system to gather information, enter data and generate reports, and have a practical process for using information for decision making.

These elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. IC reports indicate times and/or locations prone to elicit problem behaviors and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

This data is looked at monthly during scheduled PBIS meetings. It is also shared with faculty by PBIS team members and at faculty meetings.

Discipline Referrals Per Month							
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>September</b>	20	22	14	7	16	3	7
<b>October</b>	55	52	26	18	14	11	7
<b>November</b>	51	38	11	17	13	10	
<b>December</b>	31	28	14	19	7	11	
<b>January</b>	32	50	17	15	22	11	
<b>February</b>	50	33	21	7	17	20	
<b>March</b>	90	82	34	31	28	28	
<b>April</b>	31	19	29	19	21	21	
<b>May</b>	48	45	35	21	11	32	
<b>TOTAL</b>	<b>408</b>	<b>369</b>	<b>201</b>	<b>154</b>	<b>149</b>	<b>147</b>	<b>14</b>

## Classroom Step Discipline

### Step 1

Student Name	Grade	Date	Time	Teacher
Describe Incident:				
Location of Incident:				
Intervention: <input type="checkbox"/> Redirect Student <input type="checkbox"/> Seating Change <input type="checkbox"/> Student Conference <input type="checkbox"/> Parent Contact <input type="checkbox"/> Student Contract <input type="checkbox"/> Guidance Referral <input type="checkbox"/> Other: _____				

### Step 2

Date	Time	Teacher
Describe Incident:		
Location of Incident:		
Intervention: <input type="checkbox"/> Redirect Student <input type="checkbox"/> Seating Change <input type="checkbox"/> Student Conference <input type="checkbox"/> Parent Contact <input type="checkbox"/> Student Contract <input type="checkbox"/> Guidance Referral <input type="checkbox"/> Other: _____		

### Step 3

Date	Time	Teacher
Describe Incident:		
Location of Incident:		
Intervention: <input type="checkbox"/> Redirect Student <input type="checkbox"/> Seating Change <input type="checkbox"/> Student Conference <input type="checkbox"/> Parent Contact <input type="checkbox"/> Student Contract <input type="checkbox"/> Guidance Referral <input type="checkbox"/> Other: _____		

### Step 4

Date	Time	Teacher
Describe Incident:		
Location of Incident:		
Possible Motivation: <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Other: _____		
Others Involved: <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Staff <input type="checkbox"/> Unknown <input type="checkbox"/> Others: _____		
Administrative Decision:		



## Office Referral Definitions

Problem Behavior	Definition
Aggressive Behavior	Any action, whether physical or verbal, that causes a student to feel as if they are in an unsafe situation; also, any action deemed by school administration or faculty to create an unsafe or threatening environment.
Bullying	Any act that is intended to threaten, harass or intimidate another student will constitute bullying and will not be tolerated under any circumstances. This extends to written and verbal, as well as physical, actions.
Classroom Disruptions	All students are expected to be a part of a classroom environment that allows learning for every student. Any behavior that prevents this is considered disruptive behavior.
Contraband	Any contraband item, as determined by the school board, will be confiscated and returned to a parent or legal guardian at their request. Continued possession of contraband items will result in office referrals.
Disorderly Conduct	Any attempt to cause or encourage other students to disrupt the classroom or school environment will be treated as causing the disruption itself.
Dress Code	All clothing and accessories must comply with the school district's published dress code; in summary, all items governed by the dress code will be considered in violation of it if they <ul style="list-style-type: none"> <li>a. contain slogans, symbols or insignias that are deemed suggestive, crude, offensive or inflammatory.</li> <li>b. present a distraction to the classroom environment or school culture.</li> <li>c. fall outside of the established standards of modesty.</li> </ul>
Electronic Devices	Possession of a cell phone or other electronic device will not be considered to be a violation of school rules; using such a device while under school supervision without permission of appropriate school personnel will be considered a violation of school rules.
Fighting	A conflict between two students that includes physical contact intended to cause harm, regardless of the outcome.
Insubordination	The refusal of a student to abide by a code of conduct established by a member of the school administration or faculty
Interpersonal Conduct	Students should conduct themselves in a manner that is respectful of other student's property and possessions and considerate of other student's personal space and privacy.
Misuse of School Resources	Any use of school property for anything other than its intended use; this includes using school resources in a manner other than directed by school personnel.
Physical/Verbal Abuse	Repeated actions by a student toward another person that marginalize or threaten that person.
Weapons	The possession or use of any device meant to inflict harm on another person, whether traditionally considered a weapon or not.

## PBIS Walkthrough Instrument

Walk-through Name	Template
Bagley Middle School	On-Site PBS Walkthrough
Board Name	School Name
Murray County	Bagley Middle School
Observer	Subject
Jill Rogers	None
Start Date	End Date

### Rules and Expectations

**1. Behavioral expectations are posted.**

- Hallway
- Classroom
- Cafeteria
- Restroom
- Media Center
- Bus
- Other

**2. Rules are posted**

- Hallway
- Classroom
- Cafeteria
- Restroom
- Media Center
- Bus
- Other

### Staff/Student response

1. Ask five students if they know the expectations. How many are able to tell you?
2. Ask five staff members if they have a school-wide team to address behaviors / discipline. How many answered yes?
3. Ask five staff members if they can name the school-wide expectations. How many answered yes?
4. Ask five staff members if they have taught the school-wide expectations. How many answered yes?